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ABSTRACT

Information derived from a mailed questionnaire sent to a proportionate random sample of 5,500 Kentucky licensed drivers was used to determine opinions regarding the seriousness of community problems and desired levels of government expenditures for these problem areas. Eleven community problem areas were ranked by respondents as follows: government-citizen relations; employment and economic development; public safety; housing; natural resources and environment; transportation; human resources; leisure activities; health services; education; and community services. The rankings for government expenditure priorities were: housing; public safety; natural resources and environment; employment and economic development; human resources; health services; transportation; community services; education; and leisure activities. Within the area of education, results indicated: blacks, the younger adults, and parents of school-age children saw education as a priority problem area; the three most important problems were identified as lack of public kindergartens, vocational training in high school, and financial assistance for college; only 36% of the respondents wanted to increase government spending on education; 50% supported increased funds for vocational training and control of violence in the schools; and blacks, newcomers, parents of school-age children, and younger people gave the greatest support for increased educational funding. (JC)

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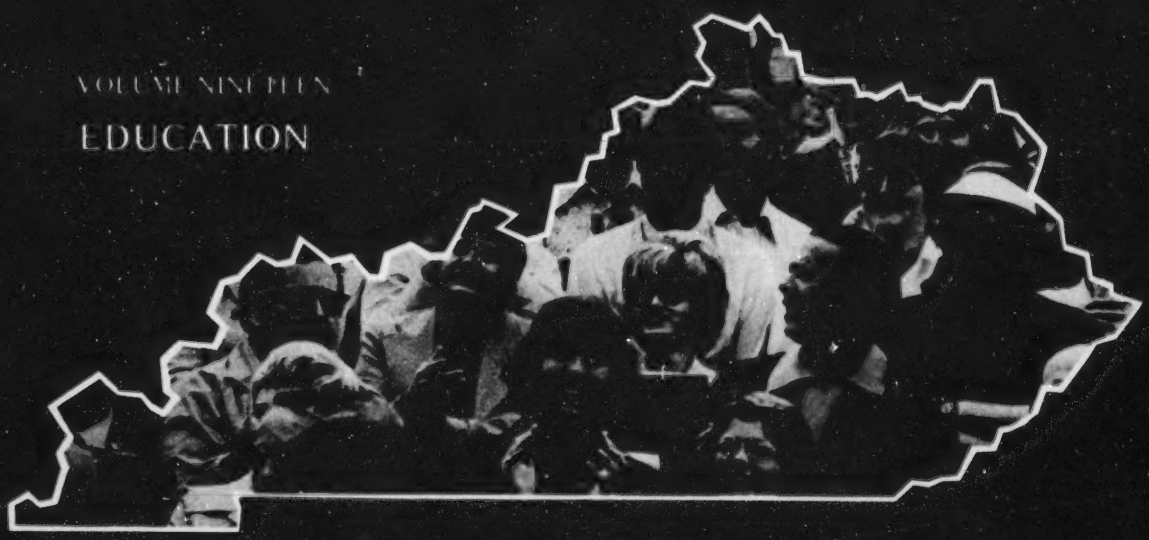

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HIGHLIGHTS

As a problem area, education receives low priority, ranking tenth in importance out of eleven problem dimensions. Thirty-seven percent of the population rate it a substantial problem in the state. Those most perceptive of education as a problem are the blacks, the younger segment of the population, and parents of school-aged children. The three most important problems in education are lack of public kindergartens, vocational training in high schools, and financial assistance for college.

Education also ranks extremely low in priority for government funds (9th out of 10). Only 36% of the population want to increase spending on education. However, two items, vocational training and the control of violence in the schools, receive about 50% support for increased funds. Those most supportive of increased funding for education are the blacks, newcomers to the state, parents of school-aged children, and young people.

Information used in this study came from a mailed questionnaire sent to a proportionate random sample of 5,500 Kentucky adults selected from the list of licensed drivers. A return rate of 72.63%, or 3,428 responses, was attained using a structured pre-coded questionnaire. The detailed research procedures outlined in the back of this publication show that the sample is representative of the state's adult population.

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INTRODUCTION

In the Fall of 1975, University of Kentucky researchers sought the opinions of a representative sample of Kentuckians on such diverse subjects as road conditions, the state of the local job market, education, and strip mining. The questionnaire asked people to indicate the seriousness of problems in their communities and whether government spending in these areas should be increased, decreased, or maintained. Responses to the 62 specified problems were combined into eleven general problem dimensions. This report, for instance, is concerned with education, a general problem area derived by combining the responses to eight specific questions pertaining to education.

When the eleven problem dimensions are ranked according to relative importance, as determined by responses to the survey, education ranks tenth. It ranks ninth in importance for government expenditures. This low priority might be explained by the fact that the impact of an educational system on people is less immediately and dramatically felt than some of the other areas discussed in the questionnaire. Whereas loss of jobs due to a recession or loss of property through crime have an immediate effect on people's lives, education affects people's lives in many small ways over a long period of time. Against the background of other, more dramatic situations, education may appear less important.

RANKING OF COMMUNITY PROBLEMS	RANKING OF GOVERNMENT EXPENDITURE
1. Government-Citizen Relations	1. Housing
2. Employment and Economic Development	2. Public Safety
3. Public Safety	3. Natural Resources and Environment
4. Housing	4. Employment and Economic Development
5. Natural Resources and Environment	5. Human Resources
6. Transportation	6. Health Services
7. Human Resources	7. Transportation
8. Leisure Activities	8. Community Services
9. Health Services	9. Education
10. Education	10. Leisure Activities
11. Community Services	

It is the purpose of this report to examine responses of Kentuckians to the questions about education and thereby to determine what aspects of education are major problems, if any. Citizens' perception of priorities for the distribution of government funds among the considered aspects of education will also be included. It is hoped that information contained in this report will provide a source of citizen input as a guide to program development.

PROBLEMS IN EDUCATION

Although Kentucky ranks 46 out of 50 states in the per capita expenditure of money for primary and secondary education, most Kentuckians, according to this study, do not consider education a significant problem. Only 15% rate it as a serious problem and 53% say it is not a problem or only a small problem. On none of the eight items in the area of education do a majority of the respondents say that the item is a consequential problem. Percentages rating an item as a medium to serious problem range from 47 to 25% (Table 1).

TABLE 1. EXTENT OF PROBLEMS IN EDUCATION

	No Problem	Small Problem	Medium Problem	Serious Problem
Education*	36.6%	26.7%	21.9%	14.8%
Not enough kindergartens in public schools..	29.3	23.2	21.0	26.4
Not enough vocational training in high school.....	28.7	24.7	30.3	16.2
Not enough financial assistance so that people can go to college.....	25.8	30.1	30.6	13.5
Violence in public schools.....	27.1	33.3	21.4	18.3
Not enough day-care centers or nursery schools.....	37.5	29.1	20.8	12.7
Inadequate junior high and high schools.....	45.2	23.7	17.8	13.3
Not enough library services.....	47.1	26.6	18.0	8.4
Inadequate elementary schools.....	51.3	23.2	15.7	9.7

*The percentages for education as a problem area were obtained by averaging responses to the eight separate items.

Note: Priority rankings were determined by assigning the response categories values of from one to four, and then calculating a mean score and arranging these scores from highest to lowest.

PUBLIC KINDERGARTENS

Of the eight educational items listed in Table 1, the lack of public kindergartens stands out as the most serious problem. Forty-seven percent of the

statewide sample feel this is a moderate to serious problem and only 29% say it is no problem at all. Twenty-three percent say it is only a small problem.

People most concerned about this problem are those aged 25-34, those with young children, newcomers to the state, blacks, and the better educated people. Women view the lack of public kindergartens as a more serious problem than do men. Of all these groups, the blacks stand out as that group most dissatisfied with the lack of kindergartens (Table 2). Only 16% of the blacks indicate complete satisfaction, compared with 30% of whites. And whereas only 47% of whites view this as a moderate to serious problem, 58% of blacks do so.

TABLE 2. OPINION ON THE LACK OF KINDERGARTENS IN THE PUBLIC SCHOOLS BY RACE

Degree of Problem	White	Black
	-percent-	
No Problem	29.9	16.3
Small Problem	23.1	26.0
Medium Problem	20.8	26.0
Serious Problem	26.2	31.7

In general, though, perception of the lack of kindergartens as a problem is related to how much this lack affects one's life. People who have never married, those with no children, retired or disabled people, and young adults do not perceive this problem to be as serious as those people directly affected. Nevertheless, more than two-thirds of all Kentuckians are aware of the lack of kindergartens in our state and perceive it a problem to some degree.

VOCATIONAL TRAINING

The lack of vocational training in high schools is seen as the second most important problem in the area of education. Only 29% say this lack is no problem at all, and the remaining 71% are divided as follows: small problem, 25%; medium problem, 30%; serious problem, 16%.

Only the black segment of the population varies greatly from the above statewide distribution of opinion (Table 3). Whereas 29% of the white population says the lack of vocational training is no problem at all, only 16% of the black population hold this opinion and 60% of blacks consider it to be a moderate to serious problem.

TABLE 3. OPINIONS ON THE LACK OF VOCATIONAL TRAINING IN HIGH SCHOOL BY RACE

Degree of Problem	White	Black
	-percent-	
No Problem	29.3	16.0
Small Problem	24.8	24.0
Medium Problem	30.0	39.2
Serious Problem	16.0	20.8

No other segment of the population is so concerned about vocational training. Dividing the population into age or income groups, rural or urban residents or any other social or economic grouping does not reveal a distribution of opinion very different from the statewide distribution.

FINANCIAL ASSISTANCE FOR OBTAINING HIGHER EDUCATION

Third in degree of importance as a problem is the lack of financial assistance for obtaining a college education. Forty-four percent of the sample say this is a moderate to serious problem, 30% say it is only a small problem, and 26% claim it is no problem at all.

Those persons most concerned about this problem are blacks. Seventy-one percent of blacks consider this lack to be a problem of moderate to serious proportions, whereas only 43% of whites do so.

TABLE 4. OPINION ON THE LACK OF FINANCIAL ASSISTANCE FOR COLLEGE ATTENDANCE BY RACE

Degree of Problem	White	Black
	-percent-	
No Problem	26.4	10.7
Small Problem	30.7	18.2
Medium Problem	30.1	39.7
Serious Problem	12.8	31.4

Not surprisingly, the poor are more concerned about the need for financial assistance for college education than are those who are more affluent. Fifty-one percent of those whose family income is less than $7,000 a year, compared with

37% of those whose family income is $15,000 or more, rank the lack of college financial assistance as a moderate to serious problem. Nevertheless, percentages indicating complete satisfaction range only from about 23% of the lowest income groups to about 27% of the highest group. Clearly, then, differences according to income vary not so much in recognition of the problem, but in assignment of importance to the problem. And as one might expect, those better off financially have fewer problems in providing financial assistance to attend college.

Differences in opinion also vary according to age. Those most mindful of the lack of financial assistance for college are in the age groups 18-24 years and 35-44 years. About half of the persons in these age groups consider such a lack to be a substantial problem. And less than one-fourth of all people 18-45 years of age consider this to be no problem at all, whereas over one-third of the people over 60 years say it is no problem. Generally then, the lack of financial assistance for higher education is seen as a problem mostly by those of college age or those who might have children of college age. Those older and thereby less needful of financial assistance for college assign less importance to this problem.

The data further indicate that the lack of college financial assistance is a moderate to serious problem for at least 52% of those who live in rural areas, but not on farms. People on farms or living in urban areas are not so concerned--42% of farm dwellers and 40% of urban dwellers--and do not consider this lack as serious a problem.

Although the above groups indicate the greatest concern over the lack of financial assistance for college and youth, it should be noted that at least two-thirds of any segment of the population feel that this lack is a problem to some degree--whether great or small.

VIOLENCE IN PUBLIC SCHOOLS

The problem of violence in the public schools is rated moderate to serious by 40% of our sample. Only 27% say it is no problem at all and 33% indicate that it is a small problem. Thus, although considered a substantial problem by only 40% of the population, almost three-fourths of the population do recognize violence in the schools as a problem to some degree.

The most startling difference of opinion from the above statewide percentages is to be found among urban and rural dwellers. In the metropolitan areas, such as Louisville, Lexington, and Northern Kentucky, 65% say this is a moderate to serious problem. Only 11% say it is no problem at all, and 24% rate it a small

problem. In the rural areas and in the smaller urban areas, only 28-32% say this is a moderate to serious problem, and about one-third say it is no problem.

TABLE 5. OPINION ON VIOLENCE IN THE PUBLIC SCHOOLS BY RESIDENCE

Degree of Problem	Rural Farm	Rural Nonfarm	Towns 2500-50,000 Pop.	Metropolitan Areas
			-percent-	
No Problem	34.1	36.0	30.5	11.1
Small Problem	34.1	35.5	40.9	24.0
Medium Problem	19.5	18.5	18.2	27.9
Serious Problem	12.3	10.1	10.4	37.0

The only other group indicating much difference of opinion on the problem of violence in the schools is among the black population. (It should be noted here that most of Kentucky's black population (51%) live in these three urban areas.) Forty-five percent of blacks say this is a moderate to serious problem, compared with 39% of whites. Likewise, 27% of whites see no problem of violence in schools, whereas only 20% of blacks do.

Consideration of opinion by other various characteristics, such as age or income, does not reveal much divergence of opinion. It would appear that though most of the population is aware of violence in the public schools, this is seen as a major problem only in the metropolitan areas of the state.

DAY-CARE CENTERS OR NURSERY SCHOOLS

Only about one-third (33.5%) of the Kentucky adult population considers the lack of day-care centers or nursery schools to be a consequential problem. Thirty-eight percent say it is no problem at all and 29% feel it is only a small problem. This question, then, ranks fifth in importance out of eight potential problems in the field of education.

The group of people most concerned about the lack of day-care centers are blacks. Over half (54%) of the black population consider this to be a moderate to serious problem, compared with only 33% of the whites.

TABLE 6. OPINION ON LACK OF DAY-CARE CENTERS BY RACE

Degree of Problem	White	Black
	-percent-	
No Problem	38.1	22.0
Small Problem	29.3	23.6
Medium Problem	20.4	26.8
Serious Problem	12.1	27.6

Other factors influencing opinion on this subject are place of residence, age, income, and marital status. Forty-one percent of the rural nonfarm population perceive the lack of day-care centers and nursery schools to be a substantial problem. This compares with 33% of the rural farm population, 35% of those in small towns, and only one-fourth of those in the metropolitan areas. Clearly, the metropolitan areas perceive far fewer problems, perhaps indicating a more adequate supply of such facilities.

Those people in the age group 25-34 are slightly more concerned than are those in other age groups, particularly older people. Forty percent of those aged 25-34 say this is a moderate to serious problem, compared with about 35% of those 18-24, but only 31% of those over 35.

Not unexpectedly, those people whose family income is low perceive greater problems with the lack of day-care centers than do those with annual family incomes of $15,000 or more (Table 7). However, people with annual incomes of $7,000 to $14,000 rate this problem only slightly more seriously than do those with lower incomes. The real difference of opinion seems to lie between those making $15,000 or more a year and those making less than $15,000.

TABLE 7. OPINION ON LACK OF DAY-CARE CENTERS BY FAMILY INCOME

Degree of Problem	Less than $3,000	$3,000-$6,999	$7,000-14,999	$15,000 or more
		-percent-		
No Problem	36.7	33.0	36.7	40.6
Small Problem	25.4	28.8	28.3	30.8
Medium Problem	22.7	21.2	22.0	19.0
Serious Problem	15.2	17.0	12.5	9.6

Only 29% of the highest income group see the lack of day-care centers as a moderate to serious problem, compared with 35% of those in the $7,000 to $14,999 category, 38% in the $3,000 to $6,999 group, and 38% in the lowest category.

Another group concerned about the lack of day-care centers is the divorced or separated segment of the population, with over 40% of these people rating this a substantial problem.

JUNIOR HIGH AND HIGH SCHOOLS

According to this study, most Kentuckians do not find serious fault with the adequacy of the junior and senior high schools. Only about one-third report this as a moderate to serious problem. Twenty-four percent say it is only a small problem and 45% say it is no problem.

Opinion on this subject seems to be rather consistent among all groups of people. Only two groups, blacks and those over 45 years of age, differ from the general opinion. Whereas 31% of whites say that the inadequacy of our secondary schools is a moderate to serious problem, 39% of blacks feel this way. And although 46% of whites see no problem at all with these schools, only 36% of blacks are completely satisfied.

On the other hand, over half of the people over 45 years of age are satisfied with junior and senior high schools in Kentucky. And only about one-fourth of these people consider this problem to be of any consequence. The age group indicating least satisfaction is the 25-34 year old group, of which only 38% are completely satisfied. Forty-one percent of those aged 18-24 and 43% of those aged 35-44 indicate satisfaction with the adequacy of the secondary schools. This dissatisfaction of the younger people seems to be solely a function of age, for opinion by education or by whether or not school-aged children are in the household does not differ from the statewide percentages. The percentages indicating satisfaction hover around 45% within all education groups and those with or without school-aged children.

LIBRARY SERVICES

Of the eight items considered as problems in the area of education, inadequate library services ranks next to last in importance as a problem. Only 26% consider this to be a moderate or serious problem and 47% say it is no problem. Twenty-seven percent rate it as only a small problem.

Again, blacks stand out as the one group most dissatisfied, with 41% indicating the lack of library services to be a substantial problem, compared with 26% of

whites. And whereas almost half of the white population (48%) are completely satisfied with this service, less than one-third of the black population are.

Likewise, younger people are more dissatisfied with the adequacy of library services than are older people. Percentages of those completely satisfied range from 40% of those aged 18-24 to 56% of those over 60.

Farm residents and those living in the metropolitan areas seem to think alike on the subject of library services, with 24% of both groups saying this is a substantial problem and 50 and 45%, respectively, indicating complete satisfaction. People living in small towns of 2,500 to 50,000 population are even more satisfied, with 55% saying this is no problem and only 20% rating it as a moderate to serious problem. On the other hand, only 41% of rural nonfarm residents are satisfied and 31% indicate this is a substantial problem. So again the rural nonfarm people seem to indicate greater expectations than do their rural farm cohorts--or at least they express greater dissatisfaction, whatever the cause.

ELEMENTARY SCHOOLS

According to our survey, over half of the people in Kentucky are satisfied with the primary schools. However, 26% feel that there are moderate to serious problems with the adequacy of elementary schools, and 23% say there are only small problems.

Blacks, those aged 25-34, rural residents, and newcomers to the state indicate more dissatisfaction than do other groups within the state. Of these groups, blacks and newcomers to the state (i.e., those who have lived in Kentucky less than 10 years) indicate the most dissatisfaction, with 34% of both groups claiming that the elementary schools are inadequate to a moderate or serious degree. Moreover, only 36% of blacks are completely satisfied with the primary schools, compared with 52% of whites. Likewise, fewer newcomers indicate complete satisfaction than do those who have lived in Kentucky 10 years or more (44 to 52%).

TABLE 8. OPINION ON THE INADEQUACY OF ELEMENTARY SCHOOLS BY RACE

Degree of Problem	White	Black
	-percent-	
No Problem	52.0	35.5
Small Problem	23.0	30.6
Medium Problem	15.4	21.8
Serious Problem	9.6	12.1

As in most of the eight items concerning education, younger people are more dissatisfied with elementary schools than are older people. Almost 60% of those over 60 years of age indicate complete satisfaction and only 21% feel dissatisfaction to a major extent. On the other hand, 30% of those aged 25-34 indicate major dissatisfaction and only 45% in this age group are completely satisfied. Those people with children under 12 years of age also tend to be less satisfied than do those without children in this age bracket.

Rural residents, too, are more dissatisfied with the adequacy of elementary schools than are urbanites--albeit only slightly. Whereas 47% of rural residents are satisfied with the primary schools, 55% of urban dwellers are. And though 29% of those in rural areas are moderately to seriously dissatisfied with the elementary schools, only 22% of urban dwellers are. Within the category of rural residents, farm residents are somewhat more satisfied than are nonfarm residents, 50 to 46%, respectively.

EDUCATION AS A PRIORITY ITEM FOR GOVERNMENT FUNDS

In addition to rating the seriousness of potential problems within their communities, respondents were also asked about government funding of 56 programs or items. They were asked to indicate whether more, less, or the same amount of tax monies should be spent on these programs. These 56 items were then combined into 10 major spending dimensions corresponding to 10 of the 11 problem areas. Of the 10 dimensions or areas, education ranks ninth in priority for government spending. Thirty-six percent of the sample favor spending more money in this area, 54% are satisfied with the amount now being spent, and 10% feel that less government money should be spent on education.

Topics considered by the respondents for spending priorities included vocational training, control of violence, salaries for teachers, library services, kindergartens, primary and secondary schools, college and universities, and day-care centers. The distribution of responses for government expenditures on these items are shown in Table 9.

TABLE 9. SPENDING PRIORITIES FOR EDUCATION

Education	Spend Less 9.5%	Spend Same 54.4%	Spend More 36.1%
Vocational training for high school students.....	2.9	47.7	49.4
Control of violence in public schools.....	5.4	43.0	51.6
Elementary schools.....	4.0	56.0	40.0
Salaries for public school teachers.....	8.8	53.7	37.5
Junior high and high schools.....	5.7	62.7	31.6
Colleges and universities.....	12.1	51.6	36.3
Public kindergartens.....	16.9	49.2	33.9
Day-care centers and nursery schools.....	17.1	54.6	28.3
Library services.....	12.4	71.5	16.1

Note: Priority rankings were determined by assigning the response categories values of from one to three, and then calculating a mean score and arranging these scores from highest to lowest.

Ranking first in priority for government expenditures is vocational training in high schools, a program on which 49% of Kentuckians would like to see an

increase in government expenditure. This was identified by the respondents as the second most serious problem in education. Control of violence in the public schools, seen as the fourth most serious problem, receives second priority for increased expenditure of tax monies (52% say spend more here).

These two problems are closely related to the larger problem dimensions of public safety and employment, which were ranked third and second in importance as community problems (see rankings of community problems on page 3). Apparently, people are less willing to spend money on the more traditional aspects of our educational system, such as elementary and secondary schools. People are also less willing to support early childhood education with their tax dollars. Kindergartens and day-care centers rank 7th and 8th, respectively, in spending priorities.

VOCATIONAL TRAINING

With the exception of the black population, opinion on the subject of vocational training appears to be unanimous, with about 50% of all other segments of the population in favor of spending more money on vocational training in the high schools. This is only slightly higher than the percentage saying this is a moderate to serious problem (47%).

Among blacks 67% are in favor of increased government expenditures for vocational training, and none wants less money spent. Comparisons with the white population are given in Table 10.

TABLE 10. OPINION ON SPENDING FOR VOCATIONAL TRAINING BY RACE

Amount of Spending	White	Black
	-percent-	
Spend Less	3.0	0.0
Spend Same	48.3	33.3
Spend More	48.7	66.7

Blacks also identify this lack as a more serious problem than do whites. In general, perception of this as a problem by Kentuckians is consistent with their willingness to increase expenditures in this area.

Those with children ages 12-17 are somewhat more in favor of increased spending in this area than are those without children of these ages (54% compared with 48%).

CONTROL OF VIOLENCE IN THE PUBLIC SCHOOLS

Although recognized as a moderate to serious problem by only 40% of the population, 52% are willing to increase expenditures to control violence in the public schools. As mentioned earlier in this report, the concern about violence may reflect the general concern about crime as well as a real concern about quality education.

The single most important factor related to opinion on controlling violence appears to be age. As age increases, so does the willingness to increase expenditures on this problem. Percentages willing to increase expenditures range from 34% of those aged 18-24 to 64% of those 60 and above (Table 11).

TABLE 11. OPINION ON SPENDING FOR CONTROL OF VIOLENCE IN SCHOOLS BY AGE

Amount of Spending	18-24 Years	25-34 Years	35-44 Years	45-57 Years	60 years and over
			-percent-		
Spend Less	10.8	5.8	3.9	3.5	3.3
Spend Same	55.6	48.5	42.2	36.6	32.8
Spend More	33.7	45.7	53.9	59.9	64.0

Particular support for more spending is also to be found among blacks, the retired and disabled, the more poorly educated, those with low incomes, long-time residents of Kentucky, those with older children, and residents of metropolitan areas. With the exception of race and place of residence, the above indicators are possibly reflections of the age factor. That is, those on low incomes and with less formal education are generally older people, as are those who are retired or disabled.

The ages of one's children, which seem to affect opinion on the control of violence in the public schools, may also be a factor of age. People with children under 12 years of age are not as willing to increase expenditures as are those whose children are of high school age, 47% compared with 55%. However, people with children over 18 are even more concerned (60% willing to increase expenditures), leading one to believe that this, too, is a reflection of the age of the respondent and not particularly of the age of the respondent's children.

None of the factors so far discussed is related to perception of violence in the schools as a problem. That is, all segments of the population, with the

exception of blacks and those in the metropolitan areas, view this problem alike. About 40% of all age groups, income groups, groups without children or with different aged children view the problem as moderate to serious. Thus, concern about violence as a problem is rather consistent throughout the population, but opinions on the spending priorities to control the violence are quite diverse.

Nevertheless, the two groups which do indicate the greatest concern about violence as a problem are also most willing to increase expenditures. Blacks, of whom 45% consider this a substantial problem, are more willing to increase expenditures than are whites (59% compared with 51%). And, just as metropolitan residents indicate more problems with violence in the schools than do their rural or small town cohorts, so are they more willing to increase expenditures. Percentages of opinion by residence are given in Table 12.

TABLE 12. OPINION ON SPENDING FOR CONTROL OF VIOLENCE IN SCHOOLS BY RESIDENCE

Amount of Spending	Rural Farm	Rural Nonfarm	Towns of 2500 to 50,000 Pop.	Metropolitan Areas
			-percent-	
Spend Less	6.3	6.6	3.8	5.0
Spend Same	44.2	48.8	47.2	32.6
Spend More	49.5	44.6	49.0	62.4

ELEMENTARY SCHOOLS

In general, the willingness of Kentuckians to increase expenditures for elementary schools seems out of proportion to their perception of the inadequacy of these schools as a problem. Whereas 40% of the population want to increase the amount of tax monies spent on primary schools, only 26% feel that the primary schools are inadequate to a substantial degree. So even though not seen as a particularly serious problem in Kentucky, the quality of elementary schools is valued to the extent that 40% are willing to increase expenditures in this area.

Just as age is a major factor in determining who wants to increase expenditures to control violence in the schools, so is it a factor in determining who wants to increase funds for elementary schools. However, in the former case it is the older people wanting to spend more, and in the latter case these people want to spend less or about the same. In fact, only 28% of those aged 60 or over

want more money spent in the area of elementary schools, compared with 52% of those aged 25-34 and 44% of those aged 35-44. The 25-34 year old group are probably those with children in elementary schools, and not surprisingly, people with children aged 12 and under are much more interested in increasing expenditures on these schools than are people with older children. Forty-nine percent of those with children 12 years and under want more money spent on primary schools, compared with only 35% of those with children over 18 and 38% of those with no children.

These particular groups who want to increase expenditures are for the most part the same groups who perceive the quality of primary schools to be a problem. Newcomers to the state and blacks, in addition to the groups mentioned above, indicate more willingness to increase government expenditures than do whites or people who have been in the state 10 years or more. Forty-eight percent of blacks, compared with 40% of whites, want to increase the amount of tax monies spent on primary schools. Similarly, 55% of those who have lived in Kentucky less than 10 years say spend more, compared with 39% of those who have lived here longer.

SALARIES FOR PUBLIC SCHOOL TEACHERS

Thirty-seven percent of the respondents want to spend more for increasing teachers' salaries. Nine percent say spend less and 54% are in favor of maintaining the current level of expenditure.

Opinion on this subject is quite diverse. Those most in favor of increased expenditures for teachers' salaries include blacks, people who have lived in Kentucky less than five years, those with some college education, the affluent, full-time students, those who have never married, and young people.

The two groups most favoring increased spending are blacks, with 61% saying spend more, and people very new to the state, of whom 53% are in favor of increased expenditures. Tables 13 and 14 show the distribution of responses by race and length of residence.

TABLE 13. OPINION ON SPENDING FOR TEACHERS' SALARIES BY RACE

Amount of Spending	White	Black
	-percent-	
Spend Less	9.0	3.2
Spend Same	54.5	36.0
Spend More	36.4	60.8

TABLE 14. OPINION ON SPENDING FOR TEACHERS' SALARIES BY LENGTH OF RESIDENCE IN KENTUCKY

Amount of Spending	1-4 Years in Ky.	5-9 Years in Ky.	10 Years or more in Kentucky
		-percent-	
Spend Less	0.0	2.5	9.4
Spend Same	47.0	60.5	53.6
Spend More	53.0	37.0	37.0

Of interest is the relative lack of desire among people with school-aged children to increase salaries for teachers. Since this group indicates greater interest in spending more for elementary schools than the general population or those without children or with older children, one might expect a similar interest or concern about salaries. Perhaps these parents, though concerned about the quality of education within elementary schools, do not link teachers' salaries with improved quality.

Of equal interest is the rather strong support for increased teachers' salaries among those without children, those who have never married, and full-time students. These groups are not particularly supportive of increased expenditures for schools; therefore, leading one to believe that they, too, view quality of education and teachers' salaries as two separate issues.

This contention is further supported by the fact that young adults (ages 18-24) are no more supportive of increased expenditures for schools than are those aged 45-59; the greatest support coming from those aged 25-44. Yet the 18-24 year old group is by far the age group most supportive of increased funds for teachers' salaries, and support decreases as age increases.

Income and education appear to be strongly related to opinion on spending for teachers' salaries. Those with the highest family incomes and the highest attainment of formal education are most supportive of increased expenditures for teachers' salaries.

JUNIOR HIGH AND HIGH SCHOOLS

The adequacy of junior and senior high schools is rated a substantial problem by 31% of the population, and 32% think that the government should increase expenditures in this area. It would appear that, in general, the people who perceive the problems are also those most willing to spend more tax monies to correct the

problem. Thirty-nine percent of blacks indicate that our secondary schools are inadequate to a substantial degree, and 49% want more money spent on junior and senior high schools. Among whites, 31% view the problem as moderate to serious and 31% want to increase government expenditures in this area.

Age seems to be an important factor influencing opinion, but only insofar as age is an indicator of the presence of children in the family. Those persons aged 25-44 are more supportive of increased expenditures for secondary schools than are those younger or those older. Likewise, people with children under 18 years of age are more supportive than are those with no children or older children.

Also supportive of increased expenditure for junior and senior high schools are those in the top income groups and those with the most formal education. About 37% of both of these groups say they are willing to spend more tax dollars for secondary schools.

COLLEGES AND UNIVERSITIES

Only a little over one-third of the population are willing to spend more tax dollars on higher education. However, support of increased expenditures varies widely among the population, with rather large percentages of certain groups indicating a willingness to increase spending on colleges and universities. For example, 71% of the blacks in this survey say increase spending, as do 52% of those who have lived in Kentucky less than 5 years, and 63% of the full-time students.

Other groups supportive of increased government expenditures for higher education are those aged 18-24, those who have never married, and those with either a college degree or some college work. Forty-eight percent of those aged 18-24 want to increase expenditures, compared with about 38% of those aged 25-44, 30% of those 45-59 and 27% of those 60 and over. About 49% of those never married say spend more. It is likely that those never married, those aged 18-24, full-time students, and those with no children are in general the same people and are probably those people most interested in obtaining a college degree.

Opinion on spending for higher education is somewhat related to place of residence, with urbanites more supportive of increased expenditures than rural residents, particularly those on farms. Only 26% of rural farm residents want to spend more on colleges. This compares with 35% of rural nonfarm residents who say spend more, 39% of those in small cities, and 41% of those in the metropolitan centers.

PUBLIC KINDERGARTENS

Although 47% of the population consider the lack of public kindergartens a moderate to serious problem, only 34% want to increase government expenditures in this area, and 17% want to spend less. For the most part, people who consider it a problem are also those most willing to increase government expenditures. Women in general and women who are full-time homemakers are among those most in favor of increased expenditures for public kindergartens. Thirty-nine percent of women, compared with 28% of men, say spend more, and 41% of all full-time homemakers are in favor of increased expenditures.

People aged 25-34 and people with children under 12 years of age are more willing to increase government expenditures for public kindergartens than are those under 25 years or over 34, and those with no children or older children. These former groups are, of course, most affected by the lack of public kindergartens; however, in no group do a majority want to increase public spending for kindergartens.

Only among blacks and newcomers to the state do a majority favor increased government expenditures for public kindergartens. Fifty-one percent of blacks and 50% of those who have lived in Kentucky less than 10 years say spend more.

There is also a relationship between opinion on spending for kindergartens and education and income. People on higher incomes and people with more education are more in favor of increased spending than are those with lower incomes and less formal education.

And again, rural farm residents are less desirous of increased expenditures on kindergartens (26%) than are rural nonfarm residents (30%), those in small towns (38%), or those in metropolitan areas (39%).

DAY-CARE CENTERS AND NURSERY SCHOOLS

The lack of day-care centers and nursery schools is seen by 34% of the population as a substantial problem; yet only 28% are willing to increase government expenditures for this service, and 17% want less spent. The majority (55%) are in favor of maintaining the current level of expenditure.

As reported earlier in this report, the lack of day-care centers is most seriously felt by those who are most likely to need this service (i.e., people with young children, blacks, low-income families, and divorced or separated persons). Likewise, the willingness to increase government expenditures for this service is most prevalent among these same people.

Blacks stand out as the group most concerned about the problem and most

willing to increase expenditures. Over half of the black respondents are in favor of increased expenditures for day-care centers, compared with less than a third of the white respondents (Table 15).

TABLE 15. OPINION ON SPENDING FOR DAY-CARE CENTERS AND NURSERY SCHOOLS BY RACE

Amount of Spending	White	Black
	-percent-	
Spend Less	17.6	5.6
Spend Same	55.3	40.0
Spend More	27.1	54.4

The divorced or separated portion of the population is another group more desirous of increased expenditures in this area. Forty-one percent of these people say spend more, compared with only 23% of those who are widowed, 28% of those who are married, and 29% of those never married. Other groups most in favor of increased expenditures for day-care centers are those under age 35 and those with children under 12 years of age.

LIBRARY SERVICES

Ranked quite low as a public concern within the field of education are library services, with only 26% of the respondents to this survey indicating substantial concern. Likewise, only a very small percentage (16%) are interested in increasing the amount of tax monies spent on library services. Nevertheless, only 12% think less money should be spent on libraries, leaving the vast majority (72%) desiring the maintenance of current expenditures.

Opinion on spending for library services is rather consistent among all groups of people. From about two-thirds to three-fourths of all groups want to maintain the current spending. And only a few groups stand out as very different from the general population on the percentage wanting to increase expenditures. These are the blacks, of whom 27% want to spend more; the full-time students, of whom 25% say spend more; and those with some college work, of whom 22% want to increase expenditures. About 16% of most other groups say expenditures should be increased. And about 12% of most groups want to cut expenditures for library services. The only exception is the rural farm group, of whom 21% say spend less.

EDUCATION WITHIN EXTENSION AREAS AND AREA DEVELOPMENT DISTRICTS

Education ranks low as an important problem in Kentucky and low in priority for increased spending. In order to determine whether these opinions are held uniformly in all sections of the state, responses were tabulated by Extension Area and Area Development District and are reported here in Tables 16-26. Where the Area Development Districts and Extension Areas are identical, only the Extension Area will be named in this report. Where two Area Development Districts comprise one Extension Area or two Extension Areas comprise one Area Development District, the smaller geographical area will be named.

In general, opinion on the entire dimension of education as a problem and as a spending priority is rather uniform throughout the state. In most Extension Areas and Development Districts the percentage indicating moderate to serious problems in education are close to the statewide figure of 37%. Only in the Big Sandy Development District and the Quicksand Extension Area is opinion very different from that held throughout the rest of the state. In these areas, 47% and 45%, respectively, report that education, as a whole, is a rather substantial problem. The lowest percentage is in the Buffalo Trace Development District, where only 30% say education is a moderate to serious problem. Moreover, people in this district are the only ones holding divergent opinions on the spending priorities for education, with only 26% saying spend more on education, compared with 36% statewide. Percentages for other Areas and Districts are rather close to the statewide percentage. Opinion by geographical areas on each of the items comprising the dimension of education are discussed below.

PUBLIC KINDERGARTENS

Of the eight aspects of education, the lack of public kindergartens ranks first in degree of seriousness as a problem, with 47% of the statewide sample saying this is a moderate to serious problem. Opinion on this subject is rather uniform throughout the state; only a few areas differ much from the general opinion (Table 17).

People in the Licking River and Lincoln Trail Extension Areas indicate greater satisfaction with the number of public kindergartens than do other Kentuckians, with only 34 and 39% in these regions saying the lack of kindergartens is a substantial problem. The 34% in the Licking River Extension Area reflect mostly the opinions of those in the Buffalo Trace Development District, where only 25% indicate notable problems with the lack of kindergartens. The other Development District comprising the Licking River Extension Area is the Gateway District.

Here, 42% indicate problems with the lack of public kindergartens, and only 33% are completely satisfied with the number of public kindergartens. The disparity in opinions between these two districts is revealed in the 34% figure attributed to the Licking River Extension Area.

In five of the 16 regions, a majority indicate substantial problems with the lack of public kindergartens. The largest majority (55%) is in the Wilderness Trail Extension Area. Other regions in which a majority are concerned about this lack are the Pennyrile Extension Area (53%), the Louisville Extension Area (51%), the northern Kentucky Extension Area (52%), and the Bluegrass Extension Area (52%).

On a statewide basis, substantially fewer people are willing to increase spending for public kindergartens than view the lack a problem. This is true for all sections of the state, with the percentages saying spend more in the various regions hovering around the statewide average of 34%. Only the Buffalo Trace Area Development District and the Lincoln Trail Extension Area differ very much, with only 16 and 24%, respectively, saying spend more for public kindergartens. These are the same areas for which the lack of public kindergartens is not an important problem. The highest percentage wanting to increase government expenditures for kindergartens is the Bluegrass Extension Area, where 40% of the population is willing to increase spending.

VOCATIONAL TRAINING

Opinion on vocational training in the high schools appears to be highly consistent throughout the state, both in the perception of the lack of such training as a problem and in the willingness to increase expenditures for vocational training. Opinion is most consistent on the question of increased government expenditures. Percentages in favor of spending more tax monies on vocational training range only from 41% in the Green River Area to 52% in the Quicksand Area. The statewide average is 49% in favor of increased expenditures (Table 18).

This is slightly above the statewide average of 47% who view the lack of vocational training as a moderate to serious problem. Only in three regions do substantially fewer people view it as a problem. The Green River Extension Area has the lowest percentage saying the lack of vocational training is a moderate to serious problem (35%) as well as the lowest percentage willing to increase funds for this item (41%). Other areas in which fewer people consider the lack of vocational training to be a problem are the Purchase Area and the Gateway Development District, where only 37 and 38%, respectively, indicate problems.

The Big Sandy Development District has the highest percentage (55%) finding

problems with vocational training, but the percentage wanting to increase funding is 50%--more in keeping with the statewide average of 49%.

COLLEGES AND UNIVERSITIES

More than 44% of all Kentuckians report substantial problems obtaining financial assistance for college, or at least feel that others may have problems. However, people in the extreme eastern and southeastern parts of the state indicate problems to a far greater extent. Sixty percent of those in the Big Sandy Development District, 62% of those in the Quicksand Area, and 55% of those in the Wilderness Trail Area report moderate to serious problems with the lack of financial assistance for college (Table 19).

Those people in the Bluegrass, Fort Harrod, and Purchase Extension Areas have only 36% saying this is a moderate to serious problem. It is likely that the location of several state colleges and universities in the Bluegrass region make the need for financial assistance somewhat less for people in this part of the state.

The percentage of people in Kentucky wanting to spend more tax monies on colleges and universities is 36. Responses from nearly all sections of the state are quite similar, with only three regions having percentages very different from the state average of 36% saying spend more for colleges and universities (Table 19). Only 22% of the people in the Buffalo Trace Development District want to increase expenditures for higher education. On the other hand, 46% of those in both the Big Sandy Area Development District and in the Quicksand Extension Area feel that government expenditures for colleges and universities should be increased.

VIOLENCE IN THE PUBLIC SCHOOLS

The question of violence in the public schools is another on which more people are willing to increase spending than really consider it a particular problem. Tabulation of opinion by Extension Area and Area Development District reveals that this holds true for all regions, except the Louisville Extension Area. In this Area perception of the problem and the willingness to spend money on the problem are just about equal, with 62% stating that violence is a notable problem and 61% wanting more tax monies spent on this problem (Table 20).

In some cases, the percentage willing to increase funds to control violence in the schools is twice as great as the percent saying that violence is a problem (e.g., Licking River Extension Area). On the whole, opinion on expenditures to control violence does not vary quite as much as does opinion as to whether it is

a problem. Percentages saying spend more range from 35% in the Buffalo Trace and FIVCO Districts to 64% in the Bluegrass Extension Area. Opinion on whether or not violence in the schools is a problem varies considerably throughout the state. People in the Louisville and Bluegrass Extension Areas report substantial problems, 62 and 59%, respectively; but in the Licking River Extension Area, very few people report notable problems (17%). In other Areas and Districts, respondents reporting problems with violence range from about one-fourth to one-third of the population. Clearly, then, the metropolitan areas of Louisville and Lexington stand out considerably from the rest of the state in the percentages perceiving problems with public school violence and in the percentages willing to increase funds to rectify the problem.

DAY-CARE CENTERS AND NURSERY SCHOOLS

The lack of day-care centers and nursery schools is a problem ranking fifth out of the eight educational concerns. About one-third of the people in the state consider this lack a moderate to serious problem. Most concern, however, is reported in the southeastern part of the state, with 56% in the Big Sandy Area Development District saying this is a notable problem, and 40-45% in the Quicksand, Wilderness Trail, and Lake Cumberland Extension Areas so reporting (Table 21). One region in the western part of the state (Pennyrile Extension Area) and one in the northeast (Buffalo Trace) also have rather large percentages reporting problems with the lack of day-care centers (40 and 42%, respectively). The least concern is in the Louisville Extension Area, where only 25% say the lack of day-care centers is a substantial problem.

Throughout the state fewer people want to increase expenditures for day-care centers and nursery schools than feel there is a problem. And in some cases, the difference is substantial. In the Buffalo Trace Area Development District, 42% say this is a moderate to serious problem, but only 21% are willing to spend more tax monies to alleviate the problem. A similar situation prevails in the Big Sandy District (Table 21). However, for the most part, opinion on spending for day-care centers is rather uniform throughout the state with about one-fourth to one-third of the population willing to increase government expenditures for day-care centers and nursery schools.

JUNIOR HIGH AND HIGH SCHOOLS

Opinion on the adequacy of junior and senior high schools, as well as opinion on spending priorities for these schools is, for the most part, uniform throughout the state. This is particularly true for the question on whether to spend more

or less on secondary schools. With two exceptions, percentages saying spend more range only from 23 to 37%, with the state average being 32% (Table 22). The Quicksand Extension Area, in which 44% say spend more, and the Big Sandy Area Development District, in which 40% say spend more, are the two exceptions. These regions have appeared before in this report as somewhat divergent from the general opinion throughout the state.

These are also areas which have rather large percentages reporting moderate to serious problems in the adequacy of junior and senior high schools (Table 22). The Green River Extension Area reports the fewest problems, with only 20% saying their secondary schools are inadequate to any great extent. However, most Areas and Districts are rather consistent in their assessment of the problem--about one-fourth to one-third of the populations report moderate to serious problems.

Not only is opinion largely uniform throughout the state, it is surprisingly consistent between the questions of problem perception and spending priorities. That is, for the state as a whole and for Areas and Districts throughout the state, about the same percentage want to increase spending on junior and senior high schools as view their inadequacy a consequential problem.

ELEMENTARY SCHOOLS

Opinion on the adequacy or inadequacy of elementary schools is even more consistent throughout the state than was opinion on secondary schools. Again the Big Sandy Area Development District and the Quicksand Extension Area stand out as divergent, with 39 and 40%, respectively, of the people in these areas reporting substantial problems with the primary schools. In all other areas only 21 to 31% report such problems, and the state average is 25% (Table 23).

Clearly, Kentuckians in most sections of the state are satisfied with their elementary schools. Nevertheless, a rather large portion (40%) of Kentuckians are willing to increase government expenditures to further improve elementary schools. This willingness to increase expenditures seems somewhat out of proportion to its perception as a problem, and yet this is the case throughout the state. Those persons wanting to spend more range from 33% in the Buffalo Trace Area Development District to 52% in the Big Sandy District (Table 23).

LIBRARY SERVICES

Ranking next to last in importance as a problem and last in priority for government funds are library services. Slightly more than one-fourth of Kentuckians feel that library services are inadequate to the extent of being a moderate to

serious problem. This seems to be the general opinion throughout most of the state. Exceptions are the Purchase Extension Area and the Gateway Area Development District, where only 17% find substantial problems with library services (Table 24). On the other hand, the Big Sandy District and the Quicksand Area have rather large percentages (46 and 39, respectively) finding library services to be inadequate.

Not many people are interested in increasing the tax monies spent on library services. On a statewide basis only 16% say spend more for library services, and the vast majority (72%) say spend the same amount. Only 12% are interested in spending less on this service. Throughout the state, two-thirds to three-fourths of the population are in favor of maintaining the current level of expenditures. Percentages in favor of increasing government expenditures range from 8% to 23% (Table 24). The Fort Harrod and Purchase Extension Area have the lowest percentages in favor of increasing funds for libraries (8 and 9%, respectively), and the Big Sandy Area Development District and the Northern Kentucky Extension Area have the highest percentages (23 and 22%, respectively). All other Areas and Districts are similar in opinions on this question.

SALARIES FOR PUBLIC SCHOOL TEACHERS

The question of salaries for public school teachers was asked in terms of whether expenditures for salaries should be increased, decreased, or maintained. Of the nine expenditure items in education, teachers' salaries ranks fourth in priority for increased funding. Thirty-seven percent of the population are in favor of spending more tax monies for this purpose. Nine percent say spend less, and 54% want to maintain the current level of expenditures for salaries.

Opinion on this question is not particularly diverse throughout the state (Table 25). People in the Big Sandy Area Development District and the Quicksand Extension Area are most in favor of increasing teachers' salaries (48 and 50%, respectively). And the Buffalo Trace District has the lowest percentage (28) in favor of increased salaries. Opinions in the other 13 regions range from 31 to 44% in favor of increased salaries (Table 25).

CONCLUSIONS

Of the eleven problem areas considered in this survey of issues in Kentucky, education ranks tenth. It also receives a low priority for government funds--ninth out of ten dimensions. The three most important problems in education as seen by respondents to the survey are the lack of public kindergartens, vocational training, and financial assistance for college. On all of the educational items the black population perceive far more problems than do whites. Young people perceive more problems than do older people, and on some items the rural nonfarm population is particularly dissatisfied. Only on the issues of violence in the schools do the metropolitan residents express extreme concern. This concern is further documented when opinion is tabulated by Extension Area and Area Development Districts. The Louisville and Bluegrass Areas stand out as most anxious about violence in the public schools. On many issues the Big Sandy Area Development District and the Quicksand Extension Area in the eastern part of the state stand out as areas reporting the most problems in education.

Although spending for education receives a low priority among the issues studied, two items--vocational training and control of violence--receive particularly strong support for increased expenditures. There are important differences of opinion according to personal characteristics of the respondents. Those most favorable to expenditure for education are those with school-aged children, younger people, blacks, and newcomers to the state. The blacks stand out on all items as most consistently supportive of increased expenditures. Day-care centers and control of violence receive particular support for funding from low-income groups. Most other items in our dimension of education receive more funding support from high income groups. Control of violence in the public schools is the only item receiving particular support for funding from the older segment of the population. Those with low incomes and poor educational backgrounds are also most supportive of this item, as are metropolitan residents and blacks. In general, spending for education receives least support from older people and those who live on farms.

Consideration of spending by geographical areas does not reveal much divergence of opinion, except in the case of violence in the schools. Again, the Louisville and Bluegrass Extension Areas are decidedly supportive of increased expenditures on this problem.

SAMPLE SELECTED TO REPRESENT ALL KENTUCKY ADULTS

From a statewide list of licensed drivers, we selected a sample of 5,500 to represent all Kentucky adults. Past research led us to expect that 10% of our sample could not be contaced by mail. Of those contacted, 70% were expected to respond. Given these expectations, we determined that a sample of approximately 5,500 was needed in order to obtain 3,500 useable questionnaires. This represents a 1/616 sample of the state adult population.

Each county's contribution to the sample is in proportion to its share of the state population. For example, Henderson County, which has about 1% of the state's population, contriubtes 61 to the sample, while the more populous Kenton County, containing almost 4% of Kentucky's population, contributes 217.

In addition to stratification by county, the sample was also proportioned by sex and age, the latter being divided only into those under 65 and 65 and older. For example, if 84% of Henderson County's population is 18-64 years of age, then 84% of its contribution to the state sample will be in that age group and 16% will be 65 and older. Among those under 65, about half of those chosen are males and half are females. Over 65, slightly more females are chosen because there are more older women than men in Henderson County's adult population. When Henderson County's sample of 61 people was selected from the list of licensed drivers, the computer was instructed to randomly choose 24 males from 18-64 years of age, 27 females from 18-64 years of age, 4 males 65 and older and 6 females 65 and older.

We decided to choose a stratified random sample rather than a simple random sample because we suspected that a list of licensed drivers was not an altogether accurate representation of Kentucky's adult population. For example, women over 65 make up 6% of Kentucky's population, but only 3.7% of Kentucky's licensed drivers. So, a simple random sample chosen from a list of licensed drivers would not adequately represent older women. Some counties might also be underrepresented in this way. We chose a stratified sample in order to eliminate some of the bias inherent in using a list of licensed drivers to represent all adults.

In addition to the 5,500 people chosen for the statewide sample, an additional 1,200 people were sampled for the data analysis which will be done for each Area Development District and Extension Area. We chose the additional people so that the less populous regions would be as accurately represented as the more urban areas.

TABLE 16. EDUCATION: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	36.5	26.7	36.8	9.5	54.4	36.1
PENNYRILE EA & ADD	35.2	27.9	36.9	7.7	53.6	38.7
GREEN RIVER EA & ADD	41.7	26.9	31.4	8.1	52.7	39.2
MAMMOTH CAVE EA & BARREN RIVER ADD	36.9	27.8	35.3	11.4	55.1	33.5
LINCOLN TRAIL EA & ADD	42.9	26.5	30.5	12.3	56.0	31.7
LOUISVILLE EA & JEFFERSON ADD	34.4	27.0	38.7	9.3	54.0	36.6
NORTHERN KENTUCKY EA & ADD	38.9	24.3	36.9	8.3	53.4	38.3
LICKING RIVER EA	42.4	25.8	31.8	12.9	57.8	29.3
BUFFALO TRACE ADD	46.1	24.1	29.8	13.3	60.2	26.4
GATEWAY ADD	39.0	27.2	33.8	12.6	55.6	31.7
NORTHEAST KENTUCKY EA	33.8	25.9	40.4	8.3	54.0	37.7
FIVCO ADD	40.0	26.7	33.3	9.3	55.8	34.9
BIG SANDY ADD	28.3	25.2	46.6	7.6	52.4	40.1
QUICKSAND EA & KENTUCKY RIVER ADD	29.3	25.7	45.0	8.4	50.1	41.5
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	34.2	25.5	40.3	6.3	54.4	39.3
LAKE CUMBERLAND EA & ADD	35.5	27.7	36.9	10.7	53.0	36.3
BLUEGRASS ADD	35.4	28.5	36.0	10.1	53.7	36.2
FORT HARROD EA	37.1	29.6	33.4	11.4	55.2	33.4
BLUEGRASS EA	34.3	27.7	38.0	9.1	52.6	38.3
STATE TOTALS	36.6	26.7	36.7	9.5	54.4	36.1

TABLE 17. LACK OF PUBLIC KINDERGARTENS: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	36.2	23.4	40.4	15.9	56.5	27.6
PENNYRILE EA & ADD	24.9	22.6	52.5	11.4	50.7	37.9
GREEN RIVER EA & ADD	32.3	22.9	44.8	11.5	54.0	34.5
MAMMOTH CAVE EA & BARREN RIVER ADD	29.3	28.9	41.9	20.4	48.6	31.0
LINCOLN TRAIL EA & ADD	39.0	22.1	39.0	23.6	52.0	24.4
LOUISVILLE EA & JEFFERSON ADD	26.1	23.3	50.6	17.2	46.5	36.3
NORTHERN KENTUCKY EA & ADD	30.6	17.0	52.4	12.8	51.2	36.0
LICKING RIVER EA	42.6	23.7	33.8	22.4	55.1	22.0
BUFFALO TRACE ADD	53.8	22.2	24.9	25.9	57.8	16.4
GATEWAY ADD	32.6	25.0	42.4	20.2	52.7	27.1
NORTHEAST KENTUCKY EA	28.3	25.1	46.7	17.8	50.7	31.5
FIVCO ADD	29.9	22.0	48.0	22.0	42.4	35.6
BIG SANDY ADD	26.9	27.6	45.5	14.3	57.8	27.9
QUICKSAND EA & KENTUCKY RIVER ADD	25.2	28.5	46.2	13.4	51.3	35.3
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	24.2	20.9	55.0	10.2	52.7	37.1
LAKE CUMBERLAND EA & ADD	32.8	25.8	41.5	16.4	53.1	30.5
BLUEGRASS ADD	25.1	25.1	49.7	16.8	45.4	37.8
FORT HARROD EA	26.7	26.3	46.9	18.5	47.0	34.5
BLUEGRASS EA	23.9	24.2	51.8	15.5	44.2	40.3
STATE TOTALS	29.3	23.2	47.4	16.9	49.2	33.9

TABLE 18. LACK OF VOCATIONAL TRAINING FOR HIGH SCHOOL STUDENTS: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	41.9	21.4	36.8	2.9	47.8	49.4
PENNYRILE EA & ADD	28.9	30.3	40.8	2.2	45.7	52.0
GREEN RIVER EA & ADD	34.1	31.4	34.5	3.4	55.8	40.8
MAMMOTH CAVE EA & BARREN RIVER ADD	30.5	22.2	47.3	3.7	45.3	51.0
LINCOLN TRAIL EA & ADD	32.7	25.8	41.5	2.7	52.9	44.3
LOUISVILLE EA & JEFFERSON ADD	23.4	25.6	51.0	2.3	47.6	50.1
NORTHERN KENTUCKY EA & ADD	37.6	23.2	39.3	3.0	47.7	49.3
LICKING RIVER EA	31.6	22.4	46.0	5.2	46.6	48.2
BUFFALO TRACE ADD	31.0	25.0	44.0	3.4	48.7	47.9
GATEWAY ADD	32.1	20.1	37.8	6.7	44.8	48.5
NORTHEAST KENTUCKY EA	28.7	21.7	49.6	4.5	48.1	47.4
FIVCO ADD	31.0	25.6	43.4	3.0	52.3	44.7
BIG SANDY ADD	26.8	18.5	54.8	5.8	44.5	49.7
QUICKSAND EA & KENTUCKY RIVER ADD	29.2	23.9	46.9	1.7	46.1	52.3
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	30.5	20.2	49.4	1.2	47.8	51.0
LAKE CUMBERLAND EA & ADD	31.4	25.8	42.8	2.6	48.9	48.5
BLUEGRASS ADD	26.0	27.1	46.9	3.1	43.3	48.6
FORT HARROD EA	25.9	27.6	46.6	3.8	48.7	47.5
BLUEGRASS EA	26.1	26.8	47.1	2.6	47.9	49.5
STATE TOTALS	28.7	24.7	46.5	2.9	47.7	49.4

TABLE 19. COLLEGES AND UNIVERSITIES: PERCENTAGE DISTRIBUTION OF OPINION ON THE LACK OF FINANCIAL ASSISTANCE AS A PROBLEM AND ON SPENDING FOR COLLEGES BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	Lack of Financial Assistance			Spending for Colleges and Universities		
	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	32.9	30.2	36.9	12.8	58.7	28.5
PENNYRILE EA & ADD	25.0	28.5	46.5	9.4	54.0	36.6
GREEN RIVER EA & ADD	29.0	28.0	43.0	8.8	62.1	29.1
MAMMOTH CAVE EA & BARREN RIVER ADD	28.1	31.2	40.7	20.0	51.4	28.6
LINCOLN TRAIL EA & ADD	27.3	31.1	41.6	13.7	48.4	37.9
LOUISVILLE EA & JEFFERSON ADD	23.8	32.8	43.5	10.2	49.2	40.6
NORTHERN KENTUCKY EA & ADD	30.7	25.8	43.5	11.4	54.2	34.4
LICKING RIVER EA	26.9	27.3	45.8	16.0	56.8	27.2
BUFFALO TRACE ADD	33.9	26.1	40.0	15.0	62.8	22.1
GATEWAY ADD	20.5	28.3	51.1	16.9	51.5	31.5
NORTHEAST KENTUCKY EA	17.3	27.8	54.9	6.8	49.6	43.6
FIVCO ADD	22.0	28.5	49.5	7.0	52.3	40.6
BIG SANDY ADD	13.3	27.3	59.5	6.6	47.4	46.1
QUICKSAND EA & KENTUCKY RIVER ADD	14.3	23.4	62.3	8.4	45.8	45.8
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	20.2	25.3	54.5	7.0	51.7	41.3
LAKE CUMBERLAND EA & ADD	23.6	26.7	49.8	14.5	53.3	32.2
BLUEGRASS ADD	27.4	36.0	36.6	18.8	49.3	31.8
FORT HARROD EA	22.6	40.1	37.3	18.7	50.6	30.6
BLUEGRASS EA	31.1	32.9	36.0	18.9	48.3	32.3
STATE TOTALS	25.8	30.1	44.1	12.1	51.6	36.3

TABLE 20. VIOLENCE IN PUBLIC SCHOOLS: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND ON SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	Violence as Problem			Spending to Control Violence		
	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	38.4	37.6	24.0	7.1	55.6	37.2
PENNYRILE EA & ADD	25.7	38.5	45.7	5.4	45.7	48.9
GREEN RIVER EA & ADD	28.1	45.2	26.7	3.0	50.4	46.5
MAMMOTH CAVE EA & BARREN RIVER ADD	30.9	38.6	30.5	5.8	49.0	45.2
LINCOLN TRAIL EA & ADD	42.9	33.3	23.8	9.4	46.9	43.7
LOUISVILLE EA & JEFFERSON ADD	12.0	25.7	62.3	5.6	33.0	61.3
NORTHERN KENTUCKY EA & ADD	30.3	33.3	36.4	4.0	40.5	55.5
LICKING RIVER EA	49.0	34.1	16.9	7.1	55.7	37.2
BUFFALO TRACE ADD	50.8	30.8	18.4	7.6	57.6	34.7
GATEWAY ADD	47.4	37.0	15.5	6.7	54.1	39.3
NORTHEAST KENTUCKY EA	38.9	35.8	25.3	7.7	53.7	38.7
FIVCO ADD	43.2	38.6	18.2	6.8	58.6	34.6
BIG SANDY ADD	35.3	33.3	31.4	8.4	49.4	42.2
QUICKSAND EA & KENTUCKY RIVER ADD	27.7	36.4	35.9	8.4	45.8	45.8
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	39.4	32.1	28.5	3.3	49.6	47.2
LAKE CUMBERLAND EA & ADD	38.0	33.6	28.4	7.4	45.0	47.6
BLUEGRASS ADD	20.6	31.7	47.7	3.7	36.6	59.7
FORT HARROD EA	26.2	41.2	32.6	4.3	41.6	54.1
BLUEGRASS EA	16.3	24.5	59.1	3.3	32.8	63.9
STATE TOTALS	27.1	33.3	39.7	5.4	43.0	51.6

TABLE 21. LACK OF DAY-CARE CENTERS AND NURSERY SCHOOLS: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	38.6	31.4	30.1	17.2	60.1	22.7
PENNYRILE EA & ADD	33.6	26.3	40.1	11.8	51.1	37.1
GREEN RIVER EA & ADD	39.2	26.0	34.8	16.6	56.2	29.2
MAMMOTH CAVE EA & BARREN RIVER ADD	34.0	30.7	35.2	13.3	56.0	30.7
LINCOLN TRAIL EA & ADD	43.1	29.4	27.4	22.1	55.0	22.9
LOUISVILLE EA & JEFFERSON ADD	43.5	31.4	25.1	18.9	56.8	24.3
NORTHERN KENTUCKY EA & ADD	40.1	29.3	30.7	17.8	54.0	28.2
LICKING RIVER EA	35.5	29.9	34.6	18.0	58.6	23.4
BUFFALO TRACE ADD	33.1	25.4	41.5	17.0	62.5	20.5
GATEWAY ADD	37.6	33.8	28.5	18.9	55.3	25.8
NORTHEAST KENTUCKY EA	29.3	25.4	45.2	17.1	52.9	30.0
FIVCO ADD	40.8	26.9	32.3	20.2	52.7	27.1
BIG SANDY ADD	19.6	24.2	56.2	14.6	53.0	32.5
QUICKSAND EA & KENTUCKY RIVER ADD	27.3	26.9	45.7	17.1	49.2	33.7
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	31.3	23.9	44.8	13.9	48.7	37.4
LAKE CUMBERLAND EA & ADD	31.3	27.4	41.3	18.3	48.3	33.5
BLUEGRASS ADD	35.9	31.8	32.2	16.2	55.5	28.4
FORT HARROD EA	35.3	29.7	34.9	15.1	59.1	25.9
BLUEGRASS EA	36.4	33.4	30.2	17.0	52.7	30.3
STATE TOTALS	37.5	29.1	33.5	17.1	54.6	28.3

TABLE 22. JUNIOR HIGH AND HIGH SCHOOLS: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	59.0	17.6	23.4	5.9	65.7	28.5
PENNYRILE EA & ADD	47.9	24.7	27.4	2.3	61.3	36.5
GREEN RIVER EA & ADD	57.5	23.0	19.5	7.5	67.0	25.6
MAMMOTH CAVE EA & BARREN RIVER ADD	41.9	22.4	35.8	5.8	64.2	30.0
LINCOLN TRAIL EA & ADD	52.2	22.3	25.5	7.9	63.9	28.2
LOUISVILLE EA & JEFFERSON ADD	46.8	24.6	28.6	6.5	66.1	27.4
NORTHERN KENTUCKY EA & ADD	44.5	19.4	36.1	3.0	64.2	32.8
LICKING RIVER EA	47.6	24.2	28.2	8.1	66.7	25.2
BUFFALO TRACE ADD	55.2	20.3	24.5	8.5	68.4	23.1
GATEWAY ADD	41.0	27.6	31.4	7.8	65.1	27.1
NORTHEAST KENTUCKY EA	41.0	23.4	35.5	2.8	62.0	35.2
FIVCO ADD	51.1	19.5	29.3	3.1	67.2	29.8
BIG SANDY ADD	32.5	26.8	40.8	2.6	57.5	39.9
QUICKSAND EA & KENTUCKY RIVER ADD	34.7	20.5	44.8	4.6	51.5	43.9
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	40.2	27.4	32.4	5.4	57.3	37.3
LAKE CUMBERLAND EA & ADD	36.8	28.1	35.1	3.5	60.0	36.5
BLUEGRASS ADD	43.1	26.7	30.1	7.0	60.6	32.5
FORT HARROD EA	45.2	27.8	27.0	9.6	59.6	30.9
BLUEGRASS EA	41.5	25.9	32.5	5.0	61.3	33.7
STATE TOTALS	45.2	23.7	31.1	5.7	62.7	31.6

TABLE 23. ELEMENTARY SCHOOLS: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	59.5	18.6	22.0	2.1	62.9	35.0
PENNYRILE EA & ADD	49.3	23.5	27.2	3.2	51.6	45.2
GREEN RIVER EA & ADD	57.3	18.5	24.2	4.4	61.1	34.5
MAMMOTH CAVE EA & BARREN RIVER ADD	50.4	21.1	28.4	4.0	55.9	40.1
LINCOLN TRAIL EA & ADD	55.4	23.5	21.1	6.0	59.4	34.7
LOUISVILLE EA & JEFFERSON ADD	54.4	23.3	22.3	4.1	59.4	36.5
NORTHERN KENTUCKY EA & ADD	54.2	19.4	26.5	3.7	54.0	42.3
LICKING RIVER EA	52.8	21.2	26.0	6.4	56.8	36.8
BUFFALO TRACE ADD	56.8	20.3	22.9	6.7	60.5	32.8
GATEWAY ADD	49.2	22.0	28.8	6.1	53.4	40.5
NORTHEAST KENTUCKY EA	47.5	21.5	31.0	3.5	48.3	48.3
FIVCO ADD	58.5	20.0	21.5	3.8	51.9	44.4
BIG SANDY ADD	38.3	22.7	39.0	3.2	45.2	51.6
QUICKSAND EA & KENTUCKY RIVER ADD	39.4	20.3	40.2	3.3	49.8	46.9
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	43.4	27.5	29.1	2.0	52.8	45.1
LAKE CUMBERLAND EA & ADD	38.2	31.6	30.2	4.7	49.1	46.2
BLUEGRASS ADD	53.5	24.3	22.2	3.9	58.6	37.5
FORT HARROD EA	54.7	23.3	22.0	6.4	54.7	39.0
BLUEGRASS EA	52.6	25.0	22.3	2.0	61.7	36.3
STATE TOTALS	51.3	23.2	25.4	4.0	56.0	40.0

TABLE 24. LIBRARY SERVICES: PERCENTAGE DISTRIBUTION OF OPINION ON DEGREE OF PROBLEM AND SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	No Problem	Small Problem	Medium to Serious Problem	Spend Less	Spend Same	Spend More
			-percent-			
PURCHASE EA & ADD	62.2	21.1	16.7	12.8	78.6	8.6
PENNYRILE EA & ADD	45.0	26.1	28.9	15.1	69.4	15.5
GREEN RIVER EA & ADD	55.3	20.2	24.6	9.5	74.0	16.5
MAMMOTH CAVE EA & BARREN RIVER ADD	49.6	27.2	23.2	16.5	70.4	13.2
LINCOLN TRAIL EA & ADD	50.0	25.0	25.0	14.7	69.3	15.9
LOUISVILLE EA & JEFFERSON ADD	44.2	29.5	26.4	9.9	74.6	15.5
NORTHERN KENTUCKY EA & ADD	42.6	27.2	30.2	12.1	64.6	23.2
LICKING RIVER EA	52.6	23.3	24.1	18.0	69.2	12.8
BUFFALO TRACE ADD	53.8	22.7	23.5	19.8	68.1	12.1
GATEWAY ADD	51.5	23.9	17.2	16.4	70.1	13.4
NORTHEAST KENTUCKY EA	37.9	26.3	35.8	11.3	70.4	18.3
FIVCO ADD	43.2	32.6	24.3	13.7	72.5	13.7
BIG SANDY ADD	33.3	20.9	45.8	9.2	68.6	22.2
QUICKSAND EA & KENTUCKY RIVER ADD	35.8	25.5	38.7	11.2	69.2	19.6
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	44.3	26.6	29.1	8.6	74.7	16.7
LAKE CUMBERLAND EA & ADD	51.3	22.6	26.1	15.9	65.9	18.1
BLUEGRASS ADD	51.8	25.4	22.9	13.3	73.3	13.3
FORT HARROD EA	58.7	21.3	20.0	15.4	76.9	7.7
BLUEGRASS EA	46.4	28.6	25.0	11.8	70.6	17.6
STATE TOTALS	47.1	26.6	26.4	12.4	71.5	16.1

TABLE 25. SALARIES FOR PUBLIC SCHOOL TEACHERS: PERCENTAGE DISTRIBUTION OF OPINION ON AMOUNT OF SPENDING BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	Spend Less	Spend Same	Spend More
		-percent-	
PURCHASE EA & ADD	7.0	60.1	32.9
PENNYRILE EA & ADD	9.1	53.2	37.7
GREEN RIVER EA & ADD	9.1	58.6	32.3
MAMMOTH CAVE EA & BARREN RIVER ADD	13.4	55.5	31.2
LINCOLN TRAIL EA & ADD	11.0	56.3	32.7
LOUISVILLE EA & JEFFERSON ADD	9.0	53.5	37.4
NORTHERN KENTUCKY EA & ADD	7.3	50.3	42.3
LICKING RIVER EA	15.0	54.7	30.3
BUFFALO TRACE ADD	15.8	55.8	28.3
GATEWAY ADD	14.2	53.7	32.1
NORTHEAST KENTUCKY EA	3.8	49.8	46.4
FIVCO ADD	3.8	52.3	43.9
BIG SANDY ADD	3.8	47.8	48.4
QUICKSAND EA & KENTUCKY RIVER ADD	7.4	42.6	50.0
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	5.2	54.2	40.6
LAKE CUMBERLAND EA & ADD	13.7	53.0	33.3
BLUEGRASS ADD	7.9	56.1	36.0
FORT HARROD EA	10.5	58.6	30.8
BLUEGRASS EA	5.9	54.1	40.1
STATE TOTALS	8.8	53.7	37.5

TABLE 26. MOST IMPORTANT EDUCATIONAL PROBLEMS AND SPENDING PRIORITIES BY EXTENSION AREA AND AREA DEVELOPMENT DISTRICT

Extension Area or Area Development District	Most Important Educational Problem	Educational Item on Which Most Willing to Increase Funding
PURCHASE EA & ADD	Lack of Public Kindergartens	Vocational Training
PENNYRILE EA & ADD	Lack of Public Kindergartens	Vocational Training
GREEN RIVER EA & ADD	Lack of Public Kindergartens	Control Violence in Schools
MAMMOTH CAVE EA & BARREN RIVER ADD	Lack of Vocational Training in High Schools	Vocational Training
LINCOLN TRAIL EA & ADD	Financial Assistance for College Education	Vocational Training
LOUISVILLE EA & JEFFERSON ADD	Violence in Public Schools	Control Violence in Schools
NORTHERN KENTUCKY EA & ADD	Lack of Public Kindergartens	Control Violence in Schools
LICKING RIVER EA	Vocational Training in High Schools	Vocational Training
BUFFALO TRACE ADD	Vocational Training in High Schools	Vocational Training
GATEWAY ADD	Financial Assistance for College Education	Vocational Training
NORTHEAST KENTUCKY EA	Financial Assistance for College Education	Elementary Schools
FIVCO ADD	Financial Assistance for College Education	Vocational Training
BIG SANDY ADD	Financial Assistance for College Education	Elementary Schools
QUICKSAND EA & KENTUCKY RIVER ADD	Financial Assistance for College Education	Vocational Training
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	Lack of Public Kindergartens	Vocational Training
LAKE CUMBERLAND EA & ADD	Financial Assistance for College Education	Vocational Training
BLUEGRASS ADD	Lack of Public Kindergartens	Control Violence in Schools
FORT HARROD EA	Lack of Public Kindergartens	Control Violence in Schools
BLUEGRASS EA	Violence in Public Schools	Control Violence in Schools

RESPONSE RATE BY EXTENSION AREAS AND DEVELOPMENT DISTRICTS

Extension Area or Development District	Sample Size	Reachable Sample	Useable Returns	Return Rate	% of State Adult Population	% of Useable Returns
PURCHASE EA & ADD	284	240	178	74.26%	5.19%	5.19%
PENNYRILE EA & ADD	317	272	187	68.80	5.78	5.46
GREEN RIVER EA & ADD	304	258	181	70.16	5.56	5.28
MAMMOTH CAVE EA & BARREN RIVER ADD	323	292	208	71.23	5.87	6.02
LINCOLN TRAIL EA & ADD	302	255	206	80.78	5.47	6.01
LOUISVILLE EA & JEFFERSON ADD	1313	1104	791	71.65	23.89	23.06
NORTHERN KENTUCKY EA & ADD	492	418	307	73.44	8.92	8.96
LICKING RIVER EA	86	80	55	68.75	1.55	1.60
BUFFALO TRACE ADD	96	86	71	82.56	1.75	2.07
GATEWAY ADD	182	166	126	75.90	3.30	3.68
EA TOTAL						
NORTHEAST KENTUCKY EA	207	187	131	70.05	3.75	3.82
FIVCO ADD	242	222	160	72.07	4.40	4.67
BIG SANDY ADD	449	409	291	71.15	8.15	8.49
EA TOTAL						
QUICKSAND EA & KENTUCKY RIVER ADD	189	176	123	69.89	3.44	3.59
WILDERNESS TRAIL EA & UPPER CUMBERLAND ADD	326	294	208	70.75	5.94	6.07
LAKE CUMBERLAND EA & ADD	252	230	159	69.13	4.55	4.64
BLUEGRASS ADD	245	205	154	75.12	4.46	4.49
FORT HARROD EA	520	421	309	73.40	9.48	9.01
BLUEGRASS EA	765	626	463	73.96	13.94	13.50
ADD TOTAL						
STATE TOTALS	5498	4740	3428	72.32%	100.0%	100.0%

KENTUCKY AREA DEVELOPMENT DISTRICTS:
Number Responding and Response Rate